

Jigsaw Nursery School Rickmansworth

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	Maura Pigram

Setting address	St. John Ambulance Hall, Berry Lane, Rickmansworth, WD3 2HQ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Jigsaw Nursery School, Rickmansworth registered in August 2010. It operates from St Johns Ambulance Hall, Rickmansworth. It is privately owned and the third setting run and managed by Sunbeams Childcare Ltd. The other settings are in Pinner and Hatch End. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play and a car park is available. The pre-school opens Monday to Friday during school term times. Sessions on Monday to Thursday are from 9.00am until 3.30pm. Children may also attend morning sessions from 9.00am until 12.00 or an afternoon session from 12.30pm until 3.00pm. A lunch club is provided for both of the part day sessions. On Friday it is open from 9.00am until 12.00pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the pre-school at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage.

The pre-school provides funded early education for two, three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs seven members of child care staff. Of these, five hold appropriate early years qualifications at Level 3 or above. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The co-owners and their staff are committed to improving outcomes for children. Inclusion and diversity is positively promoted and all children are valued. They take positive steps to ensure children are safeguarded, welfare needs are met and progression towards the early learning goals are effectively delivered. Partnerships with parents and other professionals involved is effective in meeting the needs of the children's care and learning. Monitoring of the provision involves most parties and areas for development have been clearly identified so that continuous improvement can take place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further planning and assessment systems so that interests, learning styles and the next steps in children's learning are clarified and matched to the expectations of the early learning goals
- review the culture of reflective practice so that it includes children's views and that of their parents or carers and use this to identify the setting's

strengths' and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The new owners of the pre-school have clear vision of what they want to achieve. Existing staff, new staff, children and their parents have been effectively supported in the transition to new management and the implementation of new procedures. The co-owners take an active part in the provision. For example, they are regularly involved in the day-to-day operations of the pre-school. They spend valuable time building strong partnerships with parents such as the introduction of a parent rota so that they can become actively involved in their children's learning and development. Staff members and parents who are keen to develop their knowledge are effectively supported in ongoing training. Adults working with children have a good understanding of safeguarding issues which promotes children's welfare. Documentation to support staff's knowledge is easily available and some staff are booked onto relevant training to extend their knowledge. Safe recruitment ensures all adults are suitable to work with children.

Positive steps are taken to ensure children are as safe as possible at all times. For example, a new security system has been installed so that visitors to and from the pre-school can be seen. Risk assessments are completed for all areas and robust procedures for arrival and departure ensure children are handed over safely to a known adult. All staff are clear about their roles and responsibilities including key person duties. They are generally well deployed and interact positively with children at all times. Regular staff meetings ensure training needs are identified and successfully implemented. Staff work very hard to ensure the environment is interesting and accessible to all children. For example, photographs of children engaged in a broad range of activities and displays of children's work ensure children and families feel a secure sense of belonging and of being valued.

Clear monitoring includes staffs views and areas to develop have been identified such as ensuring younger children are provided with appropriate support in their learning. Although parents and children's views are valued these are not yet used fully in the monitoring system. The pre-school actively promotes inclusive practice such as developing effective partnerships with other supporting agencies so that all children can be fully involved and their individual needs met. Resources are effective in supporting children's leaning and development and are effectively used to promote children's understanding of the wider world. Children's parents speak highly of the pre-school. They praise the work carried out so far such as the creation of an outdoor play area and the introduction of the parent rota system. They receive newsletters and are able to see the daily activities on a white board at collection time. Purposeful notices in the foyer further contribute positively to the positive partnership with parents. Children's records are in the process of being developed and plans are in place to share these with parents on a regular basis.

The quality and standards of the early years provision and outcomes for children

The co-owners and most of the staff have a secure knowledge of the Early Years Foundation Stage so that children make good progress towards the early learning goals. On-going training and notices such as potential learning intentions ensure all adults are able to refer to these during children's play. A systematic approach is used to make sensitive observations of the children during children's play. Planning and assessment are linked to all areas of learning and are easily available. However, next steps in the children's learning are not always clarified on observations made. Systems are currently under review so that the children's ongoing interests and preferred learning styles are incorporated more fully into planning. Children benefit from the well resourced and interesting environment that allows them to move freely between activities. They arrive happily and take part in the morning circle time where they meet and greet their friends. Staff continually monitor large group times to ensure the needs of young children are continually met. For example, the re-organisation of outdoor play experiences means that both younger and older children's needs have been effectively met. Activities are mostly well supported and adapted or modified so that all children can fully participate.

Children play well independently and in groups becoming active, curious and inquisitive learners. They enjoy experimenting with a wide range of resources such as tubes, jugs and funnels during water play. They confidently select resources such as the creation of Chinese fans during the adult-led activity, construction, water play or painting. Children delight in mark making on clip boards in the home area, they pretend to order a Chinese takeaway and enjoy creating models from play dough using a variety of tools. Imaginative play is well supported. For example, the home area often becomes other areas that children are interested such as a travels agent or The Three Bears house. Children's skills in communication, knowledge of the world and numeracy are developing well and they are developing effective skills for future learning. For example, they concentrate well during large group sessions and actively respond to skilful discussions. They confidently read stories to their friends and sing songs including those related to numbers. Communication, language and literacy are further supported through the self-registration process and the introduction of Jolly Phonics. This means that children learn to recognise their own name and are beginning to link sounds to letters. Children's mathematical development is promoted through various activities including cooking. This is organised as a whole group session which is effectively supported so that all children can fully take part. They recently made from scratch potato and leek soup, scones and bread. During this time they weigh ingredients so that they develop knowledge of calculation and measurement.

Children's understanding of diversity and the wider world is effectively promoted through purposeful activities. For example, recently children used finger prints to

created poppy displays to reflect Remembrance Day. In addition, festivals are celebrated through a range of activities such as dressing up in various costumes and the sharing of celebration food. Children's health is positively supported through the newly introduced rolling snack time. During this time they enjoy a range of fruit, milk and water. Social skills are encouraged throughout the children's day and effective strategies including outside professional support is sought so that continuation of care can take place. Children enjoy the freedom to play on slides, walk across tyres and ride on wheeled toys which contributes to their good health.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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